DOCUMENT RESUME

ED 465 741 SP 040 893

TITLE	Improving Illinois' Educator Workforce: A Report to the Illinois General Assembly Prepared by the Joint Education Committee in Response to HR 250.
INSTITUTION	Illinois State Board of Higher Education, Springfield.
PUB DATE	2001-10-00
NOTE	28p.
AVAILABLE FROM	For full text: http://www.ibhe.state.il.us/Board/Agendas/2001/December/Item%206%20report.pdf.
PUB TYPE	Legal/Legislative/Regulatory Materials (090)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Educational Quality; Elementary Secondary Education; *Faculty Development; Higher Education; Preservice Teacher Education; *Teacher Competencies; *Teacher Persistence; *Teacher Recruitment; Teaching Skills
IDENTIFIERS	*Illinois

ABSTRACT

This report presents a strategic plan for recruiting, preparing, retaining, and supporting a high-quality education workforce in Illinois. During 2001, six statewide public meetings entitled "Investing in Teaching" gathered public comment and recommendations from parents, teachers, administrators, higher education faculty, legislators, and business and community representatives. Recommendations from these forums informed the contents of this report. The report provides background information and data delineating problems Illinois is facing regarding its supply and quality of educators. It recommends legislative and policy actions regarding: educator recruitment (e.g., new incentives, especially for positions in hard-to-staff schools, a state educator pool, and improved working conditions); educator preparation (e.g., closing certification loopholes, expanding access to flexible regular and alternative preparation routes, and offering dual career tracks for educator advancement); teacher retention (e.g., induction and mentoring programs, support networks, and retirees returning to the workforce without financial penalties); and continuing professional development (e.g., online and other flexible options, reduced paperwork, and strengthened approval requirements for providers). (SM)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 465 741

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

C. Lorton

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

- ☐ This document has been reproduced as received from the person or organization originating it.
- ☐ Minor changes have been made to improve reproduction quality.
- • Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Improving Illinois' Educator Workforce

A report to the Illinois General Assembly prepared by the Joint Education Committee in response to HR 250

GEORGE H. RYAN
GOVERNOR

SP040893

BEST COPY AVAILABLE

TABLE OF CONTENTS

Executive Summary	Page 3-4
Introduction	Page 5
Acknowledgements	Page 6
Defining the Issues	Pages 7-9
Four Strategic Components of Systemic Change	Pages 10-13
Collective Resolve	Page 14
Component 1, Short and Long Term Proposals	Pages 15-17
Component 2, Short and Long Term Proposals	Pages 18-20
Component 3, Short and Long Term Proposals	Page 21
Component 4, Short and Long Term Proposals	Pages 22-24
Conclusion	Page 25
Appendix: HR 250	Pages 26-27

Executive Summary

The Problem

Illinois and the nation are facing the dual challenges of improving the quality and the appropriate supply of educators for our public schools. The future health and even the survival of our democracy depend on having a populace that can make good decisions, solve problems and actively participate in the community and the life of the nation. Without a sufficient workforce of highly qualified educators, our nation's future is in peril.

Statistics defining the problem paint a frightening picture. Only 3% of Illinois' 11th graders are "fairly certain" they would like to teach as a career. But nearly 50% of Illinois' 155,000 teachers are eligible to retire within the next five years. Only about 12,000 teachers are currently in the Illinois preparation "pipeline." Even for those preparing to teach, certification and college graduation requirements allow for under-preparation. For example, of 900 teacher candidates who have attempted but not yet passed the state's Basic Skills certification test (high school reading, writing and math), 500 already have bachelor's degrees from Illinois institutions. Fully 70% of under-qualified teachers are employed in schools with the highest concentrations of high poverty and at-risk students.

For those who do get certified, the going is rough. About one-third of all new teachers leave the profession within five years. In some urban districts the number approaches 50%. These teachers cite low salaries, lack of induction and mentoring support, and negative school environments as their main reasons for leaving. Those who stay are often assigned to positions for which they are least prepared. Up to 25% of high school English teachers do not have a major or a minor in English. Up to 33% of high school mathematics teachers do not have a major or a minor in mathematics. Meanwhile, student populations continue to change, with larger numbers of special education students and non-English speakers in regular classrooms. These changes are occurring more quickly than teachers can learn the necessary skills to be effective with these students.

This report provides background and data delineating the problems Illinois is facing regarding the supply and quality of educators in our schools. The report recommends legislative and policy actions regarding educator recruitment, preparation, retention and continuing professional development. A follow-up report will detail fiscal implications and timelines.

The short-term proposals included herein are intended for consideration by the Governor's Summit in the fall of 2001 and by the General Assembly in the spring session of 2002. The long-term proposals in this report are intended to provide a platform for systemic solutions to the dual concerns of educator quality and quantity in Illinois.

Samples of proposals for each component include:

Recruitment

- New incentives, especially for positions in hard-to-staff schools
- A potential state educator "pool"
- Improved working conditions and pay structures

Preparation

- Closing certification loopholes
- Expanded access to flexible regular and alternative preparation routes
- Dual career tracks for educator advancement

Retention

- Induction and mentoring programs, starting in hard-to-staff schools
- Support networks
- Retirees returning to the workforce without financial penalties

Professional Development

- Strengthening approval requirements for providers
- On-line and other flexible options
- Reduced paperwork
- Funding programs with proven results

While this report was developed by the Joint Education Committee, ensuring that every student is taught by a qualified teacher and attends a school led by a highly competent administrator will take a much broader investment of effort, funding and collective will.

This investment goes beyond the purview of the state's education agencies; it will require the commitment and involvement of the executive and legislative branches of state government along with similar commitment and involvement in every region and school district in the state. Every college campus that prepares teachers must make this function an institutional priority. The professional organizations that represent teachers and administrators must become full partners in every component of the plan and its execution. Public and private organizations and entities must engage in making this a state priority, linked to the welfare and prosperity of our communities and our economy.

Educating our children is the most important thing we can do to ensure a bright future for Illinois. Those individuals who take on the job of providing that education deserve our highest level of support and investment. Our children deserve the highest quality of teaching and learning that we can provide.

Illinois has the ability and the resources...do we have the collective will?

Introduction

This report is filed with the General Assembly in response to House Resolution 250.

The report provides background and data delineating the problems Illinois is facing regarding the supply and quality of educators in our schools. The report recommends legislative and policy actions regarding educator recruitment, preparation, retention and continuing professional development.

The short-term proposals included herein are intended for consideration by the General Assembly in the spring session of 2002, along with budget proposals for Fiscal Year 2003.

The long-term proposals in this report are intended to provide a platform for systemic solutions to the twin concerns of educator quality and quantity in Illinois.

In times of budgetary and political constraints, Illinois citizens still rate education quality as the single most important public issue in the state. It is the hope of the Joint Education Committee that the General Assembly will give the proposals in this report serious and timely consideration, thereby investing in Illinois' future through its educator workforce, and ultimately through its children.

Joint Education Committee

October 2001

Acknowledgements

This strategic plan for recruiting, preparing, retaining and supporting a high-quality education workforce was a joint effort of the following agencies and organizations:

- Office of the Governor
- State Board of Education
- Board of Higher Education
- Community College Board
- Student Assistance Commission
- Federation of Independent Illinois Colleges & Universities

Consultation, advice and assistance were sought from many other entities, some of which are listed below. *Their participation does not necessarily imply endorsement of any specific recommendations included in this document.*

- Governor's Teacher and Leadership Quality Advisory Council
- Illinois Education Research Council
- Teachers' Retirement System
- Chicago Public Schools
- Illinois Education Association
- Illinois Federation of Teachers
- Illinois School Management Alliance

During the summer of 2001, State Farm Insurance and the Office of the Governor sponsored six statewide public meetings entitled "Investing in Teaching." These meetings gathered public comment and recommendations from over 650 parents, teachers, administrators, higher education faculty, legislators, business and community representatives. Recommendations from these forums informed the contents of this report.

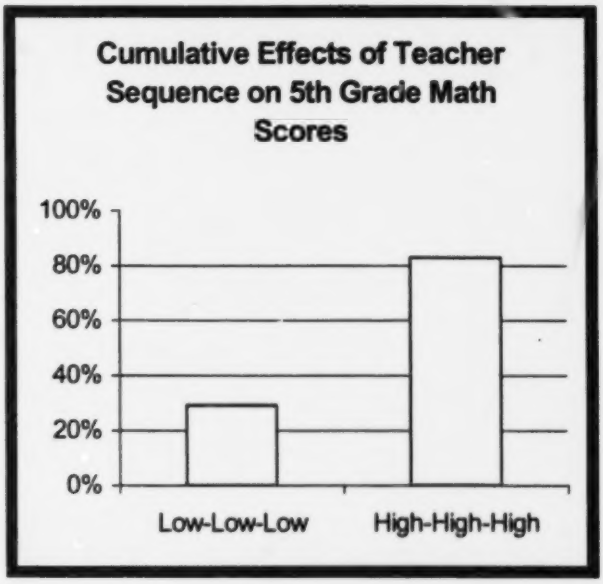
Defining the Issues

Educator Quality Matters

Teachers and administrators control the conditions in which learning takes place. They are the key purveyors of learning for students once they begin their formal education.

Studies indicate that teacher and administrator quality are critical factors in student success.

Researchers found that students taught for three consecutive years by ineffective teachers ("Low-Low-Low") showed performance of only 29% on a nationally-normed mathematics test. In contrast, students who had three years of effective teachers ("High-High-High") showed math performance of 83% on the same test. As seen in the graphic at right, the effects of teacher quality are cumulative and dramatic.*



"Meanwhile, across the nation, researchers are gathering mounting evidence that teacher quality counts immensely."

Chicago Sun-Times, September 6, 2001

A recent study also shows that teachers who attain National Board Certification have greater student success rates.

The General Assembly took important steps to improve the quality of Illinois educators in 1997, with passage of a law that makes teacher preparation standards-based, and sets up progressive levels of teacher certification.

However, we know that our least-qualified teachers are often teaching in our toughest schools, where students struggle with a lack of early education opportunities and home support for learning.

* Jordan, Heather et al, "Teacher Effects on Longitudinal Student Achievement," Dallas Public Schools, 1997

Defining the Issues

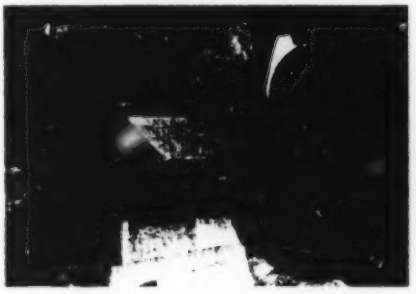
Data Show Quality Concerns

The pipeline to teaching is not predictable. A study of national statistics prepared by the Illinois Education Research Council (IERC) in October 2001 showed these findings:

- **15% of all college graduates teach within three years of graduation;**
- **Two of five first-year teachers did not prepare to teach while in college;**
- **30% of those who did prepare to teach did not teach within three years of graduation; and**
- **15% of new teachers in public schools were not certified to teach.**

However, the IERC analysis did show that some of the best and brightest do teach:

- **Public high school teachers were as likely as non-teachers to be in the top quartile of college admission test scores, though elementary teachers were less likely to be in the top quartile.**
- **Teachers' college grades are similar to or higher than non-teaching college graduates, not only for education majors, but also those with academic majors.**



Sometimes teachers have gaps in content knowledge, especially in mathematics and science.

- **73% of beginning K-5 public school teachers, 52% of middle-grade teachers and 34% of high school teachers graduated without a content major.**

Administrator quality data is not as plentiful, but we do know the following facts:

- **One of the few ways for teachers to increase pay is to attain college credit toward administrative certification, though many do not have the desire and/or aptitude for school administration.**
- **National research shows that school and district leadership is critical for improving student achievement.**
- **A September 2001 University of Illinois study indicates that administrative leadership is one of the most critical indicators in whether schools are teaching the Illinois Learning Standards to their students.**

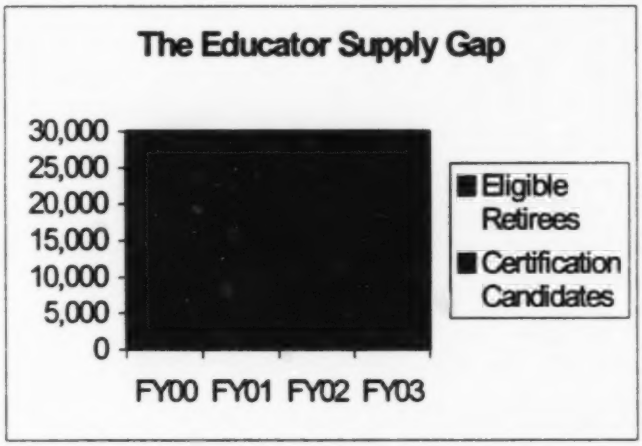
Defining the Issues

Data Also Show Serious Quantity Concerns

While teachers may complete a quality preparation program, the first years on the job are often "make or break." The following factors are cited by those who leave the profession:

Lacking certification	**38%**
Teaching salary too low	**24%**
School environment	**24%**
School discipline	**22%**
No induction/mentoring program	**22%**

Retirement is also rapidly outpacing teacher and administrator preparation. Figures from the Illinois State Board of Education (ISBE) show critical shortages developing in both teacher and administrator supply, as seen in the graph below.



ISBE data also showed approximately 2,600 unfilled teaching positions during the 2000-01 school year. To meet this demand, some administrators utilized under-qualified staff, utilizing certification loopholes, including those with emergency, provisional or substitute certificates. However, additional research must be done to more accurately define the precise nature of the shortages in Illinois.

"There is no substitute for a quality teacher. If we're going to talk about high standards, then we need to have people that can meet those standards. "

Clyde Senters
Assistant Superintendent, Cicero

As reported in the *Chicago Sun-Times*, September 2001

Four Strategic Components of Systemic Change

Strengthening and maintaining a quality educator workforce must be a priority for the future democratic strength, economic health and prosperity of the State. Shoring up educator supply must happen without sacrificing quality standards. In order to accomplish these seemingly conflicting goals of higher quality and greater supply, the State must be strategic in its approach. **This report recommends four components to improve the system that can result in both high quality and sufficient supply.** The policy and legislative proposals for each component are based on principles that are defined in the sections to follow, and are also based on research and best practice throughout the country.

Component 1: Recruiting Quality Candidates

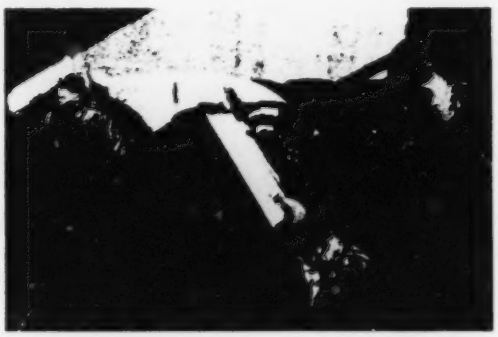
This component is comprised of a combination of incentives, partnership efforts, and bold approaches. Recruitment actions must look at candidates from high schools, colleges and the current workforce outside of education, and must range from scholarships to pay structures to an appeal to candidates' interest in careers that can make a real, measurable difference in the quality of life and opportunity for students.

Principle 1: Recruitment efforts should concentrate on identified shortage areas by subject and/or certification, hard-to-staff schools, and selected regions of the state that experience chronic staffing shortages and turnover.

Principle 2: Recruitment efforts should seek the "best and brightest" candidates. We should seek these candidates from among middle and high school and college students and from among those interested in changing careers. Recruitment should also place special emphasis on seeking candidates from a diverse range of racial, ethnic and age groups, as well as diverse locales.

Proposal highlights:

- **Restructured and expanded educator scholarships**
- **Education loan repayment**
- **Flexible educational opportunities on two-year and four-year campuses**
- **Revamped recruitment campaigns**
- **Redesigned pay structures**
- **Incentives for entering education and for working in hard-to-staff schools**
- **A potential state educator "pool"**



Component 2: High Quality Educator Preparation

This component focuses on preparation programs that bring candidates to high standards of knowledge and performance, with flexible options for candidates to pursue their study and practice, and accountability for those that deliver the preparation programs.

With P.A. 90-548, adopted in December of 1997, the State revamped teacher certification to a three-tiered system, from Initial to Standard to Master certificates. A system of standards and tests to implement these tiers will be fully in place by 2003. The law includes provisions for certificate renewal cycles, based on proof of continued learning. Every local district now has at least one professional development committee that monitors this process for its teachers. The law also includes provisions for alternative routes to certification for teachers and school district superintendents. The state to date has established twelve alternative certification programs.

However, additional policy and legislative work is needed to fully realize the intent of quality preparation and certification.

Principle 1: Preparation programs should help candidates fully meet the new standards and should counsel students toward appropriate career choices, through a range of flexible program options.

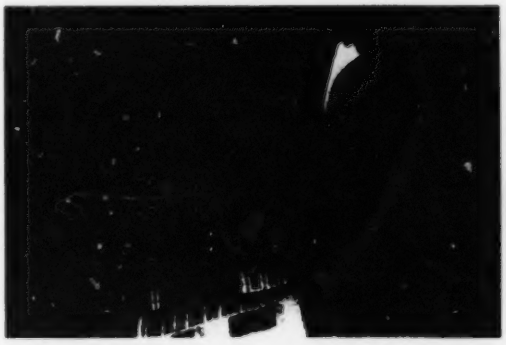
Principle 2: Preparation programs must fully implement the NCATE 2000 program standards, continuing to improve their quality as measured by candidates' successful completion, certification and employment.

Principle 3: Standards for certification and certificate renewal should apply to all educators.

Principle 4: Illinois teachers should have demonstrable content knowledge in the subjects they teach; elementary and middle school teachers should have at least a content minor and high school teachers a content major in the subject(s) they teach.

Proposal highlights:

- **Closing certification and certificate renewal "loopholes"**
- **Expanded access to flexible regular and alternative preparation routes**
- **Dual career tracks for educator advancement**
- **Full-time paid internships for prospective administrators in high-need schools**
- **Implementing content minors and majors in core academic disciplines for all teacher education graduates**

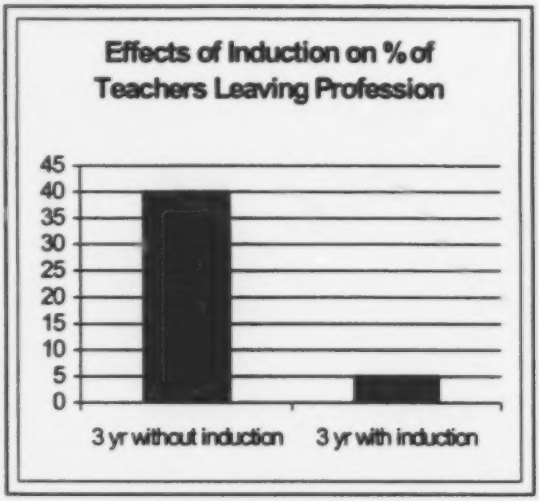


Component 3: Support for and Retention of New Teachers

This component concentrates on the critical first five years of teaching, recognizing that keeping those in our classrooms who are already prepared will save money, greatly reduce the need to recruit, as well as the circumstances that sometimes cause school districts to "settle for less."

Mentoring and Induction Make a Difference

Compelling research shows, as displayed in the graph to the right, the strong positive impact of supporting new teachers through induction and mentoring programs, and the serious costs of not doing so. Using available data, we can see that potentially seven of eight teachers who would leave within three years could be retained with appropriate support. New educators need continuing support and the opportunity to continue to learn through induction and mentoring programs.



Principle 1: A consistent, quality support system should be available to all new teachers and administrators, including a range of opportunities for assistance. The system should encompass induction, mentoring, support networks, on-line assistance and professional learning opportunities.

Principle 2: Long-term solutions should focus on improving pay structures and working conditions, which constitute the main reasons teachers leave the profession.

Proposal highlights:

- **Loan repayment for teachers in shortage areas and hard-to-staff schools**
- **Induction and mentoring programs, starting with new teachers in high-need schools**
- **Support networks**
- **Retirees returning to the workforce without financial penalties**
- **Improved pay structures**
- **Improved working conditions**

Component 4: Quality Professional Development

This component recognizes that in order to maintain educators' ability to foster quality learning for students, they must themselves be lifelong learners. Current law establishes that in order for teachers to renew their certificates, they must successfully complete professional development requirements through a variety of providers.

We know from research that effective professional development is based on analysis of student learning, has a track record of measurable success, provides school-based, on-the-job practice and offers sustained support over time. The National Staff Development Council has formulated standards for professional development programs. These standards, combined with the state's standards for educators, must form the consistent basis for training offerings throughout the state.

"Not all staff development is created equal. The NSDC standards provide descriptions of "best practices" within the field of staff development and benchmarks by which to measure current practices. Increased student achievement will not be accomplished until effective staff development becomes as common as chalk dust in our schools."

Patricia Roy
Director, Delaware Professional Development Center
Past President, NSDC Board of Trustees

Proposals in this report ensure that the advanced training undertaken by certified teachers meets high quality standards and meets their continuing need for additional knowledge and skills.

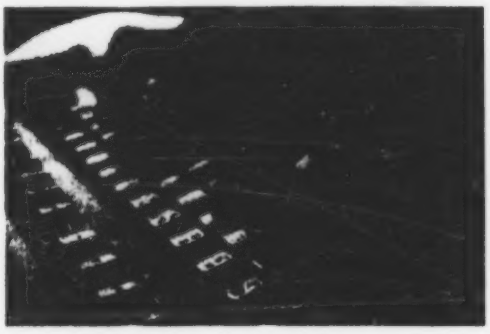
Principle 1: Professional development for Illinois educators should be research-based, conform to national staff development standards, help participants teach to the Illinois Learning Standards, and be prioritized in areas of need as documented by student performance measures.

Principle 2: Professional development opportunities should be accessible through a variety of flexible delivery options, including on-line, community college and four-year college campuses, through Regional Offices of Education and within the schools themselves.

Principle 3: Professional development opportunities especially designed for the lowest achieving schools must be a priority.

Proposal highlights:

- **Expand professional development requirements to all certificate holders**
- **Strengthen approval requirements for professional development providers**
- **Redirect professional development funds to programs that have proven results**
- **Provide on-line and other flexible options for training**
- **Reduce paperwork through electronic records**



Collective Resolve

It is the position of the Joint Education Committee that action is needed immediately to resolve educator quality and quantity issues.

Proposals in this report fall into two categories: (1) those that are relatively easy to accomplish and include no additional cost, but involve redirecting existing money and effort; (2) proposals that are systemic and designed to make a lasting difference over the long term, but that will take more time, money and political will to accomplish successfully.

The agencies in this report have collaborated to share responsibilities and to maximize opportunities for joint action. The graphic below sketches some of these collaborative assignments. However, the agencies' intentions and actions alone will not be sufficient to surmount the challenges outlined in this report.

We are requesting that the General Assembly take on this most critical of tasks: assuring that every child is well educated, creating a strong, knowledgeable and participatory population, securing a bright economic future for Illinois.

The challenge is ours for the taking. What we need is collective resolve.

Component 1: Recruiting Quality Candidates

Policy Proposals-Short Term

Note: Boxes denote items that do not require additional funding.

P1A(s): The Board of Higher Education has directed a study of statewide recruitment practices, including candidate qualifications, recruitment strategies, incentives, barriers to hiring quality candidates, regional comparisons, and relative success rates as measured by educator retention in positions. IBHE will provide a preliminary report to the General Assembly in February 2002 and a final report in the fall of 2002.

P1B(s): The Community College Board will tap new pools of educator candidates, particularly in communities with large minority populations or which are located in hard-to-serve areas. They will use several approaches, including: a) "grow-your-own" partnerships with K-12 districts that provide students opportunities to explore education careers; b) working to establish baccalaureate completion opportunities on community college campuses through partnerships with 4-year institutions; c) developing dual-admission programs to strengthen articulation between community colleges and 4-year college/university teacher education programs; and d) recruiting "best and brightest" individuals to traditional and alternative certification programs. A February P-16 conference will result in a "white paper" defining these new community college roles.

P1C(s): The State Board of Education will develop and operate a comprehensive application and placement website with a common application form, an option to attach resumes, posted vacancies from all school districts, and search options for geographic, salary and other variables, in operation by the spring of 2002.

P1D(s): The Illinois Education Research Council will undertake a study to gather data on educators who hold administrative certification but have not ascended to leadership positions. Data are being gathered through a survey to determine whether or not these educators have sought administrative positions, and what barriers preclude or interrupt ascension to administration; study to be completed by spring of 2002.

P1E(s): The State Board of Education will broker a partnership with selected high-need school districts with chronic educator shortages, to revamp their recruitment practices to attract large pools of qualified, certified candidates from which to fill vacancies. Agreements will be signed by late fall of 2002.

P1F(s): The Student Assistance Commission will collaborate with the Community College Board and the Board of Higher Education to ensure eligibility for teacher shortage scholarships for adult students to pursue careers as educators. ISAC will create a new outreach program to recruit Illinois students to become Illinois teachers and promote the State's teacher scholarship programs.

P1G(s): Implement the Teacher Loan Forgiveness Program funded by the federal government, to encourage teachers to enter and continue teaching in low-income areas.

Component 1: Recruiting Quality Candidates

Note: Boxes denote items that do not require additional funding.

Legislative Proposals-Short Term (Spring 2002)

L1A(s): To reconfigure the DeBolt Scholarship program to create a new ITEACH Incentive Program (Illinois Teacher Education Assistance Campaign) to provide scholarships, up to $5,000 each year, to students studying to become teachers in a subject area that has been designated as a shortage area by the State Board of Education. The scholarship will have a post-graduation teaching requirement or will revert to a loan.

L1B(s): To create the ITEACH Loan Repayment Program to provide an additional $5,000 to any recipient of the federal teacher or child care loan forgiveness program. To qualify, teachers must teach for five consecutive years in a low-income Illinois school. [same as L3A(s)]

L1C(s): To create a new Ryan Math and Science Teacher Program to provide scholarships up to $5,000 to students studying to become mathematics or science teachers. The scholarship will have a post-graduation teaching requirement in a low-income school or will revert to a loan.

L1D(s): To obtain accurate data on educational attainment, career preparation and employment, provide authority to the State Board of Education, the Community College Board, the Board of Higher Education and the Department of Employment Security to develop a unit record system to follow students and educators by record number through their educational and employment histories.

L1E(s): To provide accurate and up-to-date vacancy postings and to collect accurate data to inform policy decisions, require public school districts to report employment and vacancy data, including discipline-specific information, to the State Board of Education and to the Department of Employment Security.

L1F(s): To increase the pool of qualified candidates, eliminate the Basic Skills examination requirement for certified out-of-state teachers transferring to Illinois. Allow teachers, administrators and guidance counselors with valid certificates from another state to receive a comparable Illinois certificate conditional only on the candidate's successful passing of relevant content tests within one year. Add endorsements held by out-of-state teacher candidates to their Illinois certificates based on passage of relevant/comparable certification tests.

Component 1: Recruiting Quality Candidates

Policy Proposals-Long Term

Note: **Boxes denote items that do not require additional funding.**

P1A(l): The State Board of Education will adopt a policy on school funding reform that addresses pay scales for educators. The Board will work with the Education Funding Advisory Board (EFAB) to determine revenue streams and appropriate pay levels.

P1B(l): The State Board of Education, the Community College Board and the Board of Higher Education will enter into a partnership to recruit and prepare qualified job-changers to teach in hard-to-staff schools and shortage areas using a high-quality alternative certification preparation program with one or more college or university partners. (This policy proposal is also referenced under High Quality Educator Preparation.)

P1C(l): The Board of Higher Education and the Community College Board, in collaboration with the Student Assistance Commission, will encourage institutions of higher education to recruit non-traditional candidates to administrator certification programs, including alternative certification programs, with incentives that include low-interest loans, tuition waivers and flexible learning environments.

P1D(l): The Joint Education Committee and the IERC will explore the potential of establishing a state teacher pool that would place qualified candidates in hard-to-staff schools, examining models being developed in California and other states.

Legislative Proposals-Long Term/Systemic

L1A(l): To adequately compensate educators, reformulate school funding mechanisms, along with their revenue streams, considering recommendations from EFAB and the State Board of Education.

L1B(l): Allow for alternative certification for school principals.

Component 2: High Quality Educator Preparation

Policy Proposals-Short Term

Note: Boxes denote items that do not require additional funding.

P2A(s): The State Board of Education, Board of Higher Education and Community College Board will collectively encourage and enable teacher preparation programs to adopt, adapt and revise curricula to fully incorporate the Illinois Learning Standards, the Illinois teaching standards for all certificates and endorsements, and the NCATE 2000 program standards. Two-year and four-year institutions will work collaboratively to create seamless pathways for students enrolled in teacher education programs. All institutions will be expected to demonstrate continuous progress toward meeting NCATE 2000 standards. The Illinois Board of Higher Education will actively support all teacher education programs in their NCATE accreditation efforts.

P2B(s): The State Board of Education and the Board of Higher Education will strengthen their collaborative reviews of teacher education programs in Illinois. This collaboration will include joint review teams and collaborative work on the annual teacher education "report cards" submitted under Title II of the federal Higher Education Act. The Board of Higher Education will build the results of NCATE accreditation and/or NCATE-driven ISBE accreditation into its overall institutional program reviews.

P2C(s): Preparation programs will increase the extent and intensity of candidates' clinical (pre-student teaching) experiences throughout the preparation program. Candidates will experience a diverse student population (cultural, racial, linguistic) and will move along a continuum from initial observation to supervised tutoring and small group instruction. The State Board of Education, the Community College Board and the Board of Higher Education will identify and promote models of field and clinical experiences that meet or exceed the NCATE 2000 program standards.

P2D(s): The Board of Higher Education will recommend to institutions offering master's programs in education to demonstrate how their programs prepare teachers for National Board Certification (Illinois Master Teacher Certification).

P2E(s): The Board of Higher Education will encourage institutions to waive any gaps between financial aid and tuition costs for high-need students during the semester they do their student teaching. Such waivers would not be included in the 3% cap on tuition waivers.

P2F(s): The State Board of Education will continue to improve the certification tests administered to teacher candidates to ensure that Illinois teachers meet or exceed standards.

P2G(s): The State Board of Education, Board of Higher Education and Community College Board will support pilot programs providing new or different incentives to cooperating teachers in K-12 schools.

Component 2: High Quality Educator Preparation

Legislative Proposals-Short Term

Note: Boxes denote items that do not require additional funding.

L2A(s): To increase the pool of prospective teachers, provide additional and more flexible opportunities for recent college graduates to seek alternative certification. Current law requires that candidates (except in Chicago) must have at least five years' experience "in an area requiring application of the individual's education." This unduly restricts the pool of potential highly qualified job-changing candidates. Reduce from five years to two years of experience, and lift caps that limit the number of alternative certification program participants.

L2B(s): To remediate identified academic weaknesses prior to graduation, require that the Basic Skills test be given to candidates as a condition of admission into teacher education programs.

L2C(s): Require all candidates for teacher certification to pass their Basic Skills and content knowledge exams before they begin their student teaching experiences. This will allow students who fail to pass the exam the opportunity to seek academic assistance to improve their basic skills and content knowledge.

L2D(s): To increase the availability of fully certified teachers over time, require bilingual teachers working under a Type 29 certificate to make specified progress toward completion of an approved program and full certification.

L2E(s): To assure uniform quality based on standards, require candidates seeking provisional vocational certificates and vocational certificates to pass the same types of certification tests demanded of other candidates.

L2F(s): To allow in-depth preparation, support full-time internships for individuals preparing for administrative positions in high-need schools.

Component 2: High Quality Educator Preparation

Policy Proposals-Long Term

Note: Boxes denote items that do not require additional funding.

P2A(l): The Joint Education Committee will ask the IERC to study and propose a dual system of advancement for educators: one track will encourage the attainment of Master Teacher/Mentor status, with appropriate career incentives; the second track will encourage the attainment of progressively broader administrative leadership and management, with appropriate career incentives.

P2B(l): The State Board of Education, the Community College Board and the Board of Higher Education will enter into a partnership to recruit and prepare qualified job-changers to teach in hard-to-staff schools and shortage areas, using a high-quality alternative certification preparation program with one or more college or university partners. (This policy proposal is also referenced under Recruiting Quality Candidates.)

P2C(l): The Community College Board, the State Board of Education and the Board of Higher Education will provide incentives to partnerships among K-12 districts, community colleges and 4-year institutions, to deliver regular and alternative education programs on community college campuses.

P2D(l): The Community College Board and the Board of Higher Education will promote more baccalaureate completion programs that align curricula and build on existing community college programs:

- Capstone Associate of Applied Science programs to prepare career and technical education teachers
- Articulated teacher aide programs that lead to teacher preparation

P2E(l): The Board of Higher Education will conduct a study to determine whether colleges of education at state universities have been marginalized. The study will include such issues as funding, relationships between colleges of education and colleges of liberal arts, and the priority placed on teacher education by the institution and its leadership.

Legislative Proposal—Long Term

L2A(l): Expand the availability of alternative certification programs and reduce the amount of seat time required to complete these programs.

Component 3: Support for and Retention of New Teachers

Policy Proposals-Short Term

Note: Boxes denote items that do not require additional funding.

P3A(s): Create the ITEACH Loan Repayment Program to provide an additional $5,000 to any recipient of the federal teacher or child care loan forgiveness program. To qualify, teachers must teach for five consecutive years in a low-income Illinois school. [same as L1B(s)]

P3B(s): The Joint Education Committee and its member Boards will direct resources to establishing on-line and other support networks for new educators.

P3C(s): Create an induction and mentoring program that targets hard-to-staff schools. Such programs should include the professional development school model in partnering with higher education institutions. HECA funding should be provided to support these partnerships.

Legislative Proposals-Short Term

L3A(s): To retain new teachers in hard-to-staff schools, create an ITEACH Loan Payment Program for all new Illinois teachers; make payments of $2,000 annually toward student loan repayment to new teachers completing their first three years of teaching in identified shortage areas, or in schools serving large populations of low-income students, or in schools which the State Board of Education has identified as low-performing.

L3B(s): To support and retain teachers and administrators in hard-to-staff schools, create an induction and mentoring program for districts that have high proportions of low-income students and those with schools designated by the State Board of Education as low-performing.

L3C(s): To increase the available pool of qualified part-time and substitute teachers, allow retired teachers or college faculty who hold valid certification to re-enter the workforce without impact on their retirement benefits.

L3D(s): To monitor school environments in relation to educator turnover rates, authorize the State Board of Education to collect data on school safety, discipline, class size and other factors related to educator retention.

Legislative Proposals-Long Term

P3A(l): To increase new educator retention in all schools, create and fund a mandatory, statewide induction and mentoring requirement for all new teachers and administrators.

Component 4: Quality Professional Development

Policy Proposals-Short Term

Note: Boxes denote items that do not require additional funding.

P4A(s): The Community College Board, the Board of Higher Education and the State Board of Education will designate portions of existing funds and will seek additional external funds to encourage partnerships of P-12 districts, community colleges and 4-year institutions to provide for educator professional development on community college and 4-year college campuses. Professional development offerings will carry credit toward teacher and/or administrator certificate renewal requirements.

P4B(s): The State Board of Education and the Board of Higher Education will expand incentives for teachers to pursue the Master Teacher certificate (National Board Certification) through state, federal and private funding.

P4C(s): The State Board of Education, the Board of Higher Education and the Community College Board will redirect grant funds to professional development programs that improve teachers' content knowledge and skills, that increase teachers' ability to teach to the Illinois Learning Standards, and that translate professional development into improved teaching and student achievement gains.

P4D(s): The State Board of Education has established an electronic management system (CERTS) to simplify and automate the record-keeping required by the certificate renewal statutes. Local Professional Development Councils will receive training and technical assistance to be able to use the system (available fall 2001).

P4E(s): The State Board of Education, Community College Board and Board of Higher Education will continuously expand the availability of flexible professional development options, including on-line, independent study, work-embedded offerings, mentoring and student teaching supervision, to improve school leadership, teaching and student achievement.

P4(F): The Board of Higher Education and the Community College Board will encourage and provide incentives for colleges and universities to improve their faculties' knowledge of the Illinois Learning Standards and to develop and offer courses and modules that alleviate content gaps for K-12 teachers.

Component 4: Quality Professional Development

Legislative Proposals-Short Term

Note: Boxes denote items that do not require additional funding.

L4A(s): To ensure relevant and current P-16 experience for college instructors, require that college faculty whose primary teaching responsibilities include the preparation of educators spend at least one week each year working in an on-site capacity with P-12 school staff (e.g., demonstration teaching, school improvement planning, research in collaboration with school personnel, co-teaching P-12 students). The Board of Higher Education will encourage universal merit evaluation systems to include this on-site work as an important criterion for promotion and tenure.

L4B(s): To provide appropriate incentives within the college/university system, ensure that college faculty who engage with public schools in research, teaching, coaching and mentoring receive full recognition and rewards through promotion and tenure policies.

L4C(s): To bring administrator certificate renewal into line with national and state standards, restructure certificate renewal requirements for school administrators to include standards-led reform and data analysis for improvement planning.

L4D(s): To increase accountability for professional development providers, establish a process of provisional approval subject to renewal based on valid and reliable data on program effectiveness.

L4E(s): To provide for uniform quality, require all certificate holders to be subject to certificate renewal requirements.

Component 4: Quality Professional Development

Policy Proposals-Long Term

Note: Boxes denote items that do not require additional funding.

P4A(l): The State Board of Education, Board of Higher Education and Community College Board will study and propose a comprehensive professional development system for educators that alleviates content knowledge gaps and that prepares college faculty and teachers to teach to the Illinois Learning Standards.

P4B(l): The Boards will determine the percent of investment needed in order to mirror the investment in professional development made in other highly skilled professions.

Legislative Proposals-Long Term

L4A(l): To ensure universal access to quality professional development opportunities, provide adequate funding support for the comprehensive system described above, including full funding for National Board Certification.

Conclusion

The problem of providing a high quality educator workforce with a sufficient and continuous supply in relation to demand is not new. In fact,

"Pending Teacher Shortage — New data on the supply and demand for teachers indicates that in the past year there has been over a 30% increase in the demand for teachers while the supply has remained constant. Other factors such as retirement clearly point out that we are going to experience a teacher shortage in Illinois. At the same time standards are being increased for admission to teacher education. Their Association [Illinois Association of Colleges for Teachers] fears that there will be pressure to reduce the standards or to provide a back door access to teacher certification. This has not been connected to the reform legislation and needs to be addressed."
(Quoted from April 1, 1986, minutes of the Joint Committee on the Oversight of Education Reform, in reference to the '85-86 reform legislation)

In the intervening years, funding disparities and ever-increasing alternative career opportunities in a high-tech global economy have only exacerbated the problem of quality and quantity deficits.

In a system that exhorts us to "leave no child behind," it is imperative that Illinois take a serious and systematic approach to the problem. If every child is to reach high standards of achievement, if Illinois' economy is to flourish, and if our communities are to have educated, participatory and involved members, there is no alternative to developing a quality educator workforce.

The General Assembly has taken enormous strides with the legislation it passed in 1997. Those statutes have converted Illinois education to a system of standards for educator quality, with certification and continuous education as key components. Under the leadership of Governor Ryan, education has been a "front-burner" priority every year, not just at election time. These are all important strides toward a quality educator workforce.

However, there is more to be done. Despite tight budget constraints and competing priorities, no priority can take precedence over preparing our students for a bright future.

This plan, meant to organize and systematize our thinking about the future of education, is just a beginning. The deep and systemic problems of school funding, complex statutes and regulations, and inequities that predestine some students to fewer opportunities, cannot wait for better time. Even in the prosperous years that preceded 2001, we did not grapple with these endemic and long-standing problems. Now more than ever, we need to act.

Let us start together. Let us start today. Our children, our state and our nation will be better for it.

STATE OF ILLINOIS
NINETY-SECOND GENERAL ASSEMBLY
HOUSE OF REPRESENTATIVES

House Resolution No. 250

Offered by Representatives Erwin - Wirsing - Curry - Jerry Mitchell, Giles, Berns, Davis, Winkel, Fowler, Mendoza, Righter, Howard, Myers, McKeon, Currie, Osterman, Garrett and May

WHEREAS, *The quality of education of Illinois' children continues to be a high priority of the State; and*

WHEREAS, *The State of Illinois values the commitment and dedication of the men and women comprising the State's quality teaching and administrative force; and*

WHEREAS, *Illinois schools are experiencing a shortage of teachers in a wide variety of areas from early childhood through high school with very serious shortages in particular subject areas; and*

WHEREAS, *The State Board of Education reports that 2,637 teaching and administrative positions were unfilled in the fall of 2000; and*

WHEREAS, *Approximately 29,895 teachers and administrators will be eligible to retire by 2003; and*

WHEREAS, *Many school districts have difficulty recruiting and retaining high-quality teachers and administrators for low-performing schools, for pupils with special needs, and for schools serving rural areas or large populations of pupils from low-income and minority families; and*

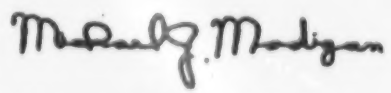
WHEREAS, *Many factors contribute to rising teacher and administrator shortages and attrition rates including labor market forces, compensation, and working conditions in schools throughout the State; therefore, be it*

RESOLVED, BY THE HOUSE OF REPRESENTATIVES OF THE NINETY-SECOND GENERAL ASSEMBLY OF THE STATE OF ILLINOIS, *that the Office of the Governor, the State Board of Education, the Board of Higher Education, the Illinois Community College Board, the Illinois Student Assistance Commission, and the Federation of Independent Illinois Colleges and Universities shall work in concert with the Teachers' Retirement System, the Chicago Public Schools, various business organizations, and major teacher and administrator associations to develop a strategic plan for the State of Illinois to assist school districts in responding to the need for recruiting and retaining high-quality teachers in all geographic regions of the State and throughout all subject areas; and be it further*

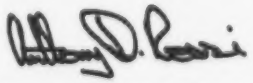
RESOLVED, *That a report shall be filed with the General Assembly by October 15, 2001, recommending actions to be included in the State's FY 2003 budget related to teacher shortages; and be it further*

RESOLVED, *That a suitable copy of this resolution be delivered to the Office of the Governor, the State Board of Education, the Board of Higher Education, the Illinois Community College Board, the Federation of Independent Illinois Colleges and Universities, the Illinois Student Assistance Commission, and the Teachers' Retirement System.*

Adopted by the House of Representatives on May 25, 2001.



Michael J. Madigan, Speaker of the House



Anthony D. Rossi, Clerk of the House